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ABSTRACT

To determine the role that writing plays in personality and attitude change, a study was devised using the Omnibus Personality Inventory (OPI) and teacher observations. High school students were asked to keep a journal and were given a time during the day to free write. Teachers were asked to identify those students who had developed great interest in writing and had had a change in their attitudes that set them apart from their peers. These students manifested attitude changes by (1) expressing a new appreciation for journals, (2) turning in more assignments, (3) writing more, (4) beginning to come in for advice about their writing, (5) beginning to rewrite papers before handing them in, (6) coming in early to write, (7) writing more in journals than what was required, (8) handing in unassigned writing, and (9) shifting from material to personal/confessional writing. The OPI scores substantiated the teachers' intuitions about changed attitudes in the study population. Results showed that writing improved students' personality orientations in various ways. The writers were better thinkers and accepted ambiguity and complexity more readily. The writers also felt better about themselves, as writing had given them a tool to examine their own lives. (Appendixes include a description of the scales, graphs and contrasts of scores, the test, and the experimental design.) (HOD)

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ED235478

A STUDY OF WRITING BEHAVIOR WITH PRE/POST MONITORING USING THE OMNIBUS PERSONALITY INVENTORY, DERIVED FROM ERIK ERIKSON'S THEORY OF PERSONALITY

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CHAPTER ONE:

INTRODUCTION AND LITERATURE REVIEW

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A Selected Bibliography

In the last several years, much has been conjectured and suggested about writing and attitude. Lev Vygotsky in Thought and Language long ago pointed out the complexity of written language. He not only emphasized how writing demands "conscious work" and "deliberate analytical action on the part of the child", (p. 99) he also anticipated the more modern concept of "writing across the curriculum" when he stated "...all the basic school subjects act as formal discipline, each facilitating the learning of the others." (p. 102)

Janet Emig in her article "Writing as a Mode of Learning" isolates writing as not merely valuable, but as a unique mode of learning. She regarded writing as a "central academic process" and hoped that research would be done to substantiate its importance.

Eubert, in his Wisconsin Study, (CCC, Spring, 1967) pointed out the importance of a student's attitude and values in ascertaining the degree of success a student experiences in the writing process. Daly and Miller published extensively during the 1970's concerning the role attitude plays in the writing performance of college students. Stephen Krashen in his article "On the Acquisition of Planned Discourse" postulates that attitude is a better predictor of achievement than is aptitude. Lunsford (CCC, October, 1980) states, "Much evidence now points to the connection between poorly developed writing skills and poor self-image, lack of confidence, and lower levels of cognitive development."

In Anais Ninn's lecture "The Therapeutic Uses of Keeping a Diary", (Human Behavior, May 1974) the author emphasizes the confidence-building role keeping a journal or diary can have. So great is this sort of writing's value that she makes the statement, "Diaries have kept people from committing suicide." In much the same vein is Lynn Howgate's recent book, Building

Self-Esteem Through the Writing Process. In the preface of the book, Anne Ruggless Gere summarizes much of what Howgate is saying with "Not only does she make large claims for the relationship between self-esteem and writing process, Lynn shows how teachers can employ writing processes to enhance students' confidence." Writing itself then influences the attitude and the personality of the writer.

Ongoing research being done in Humboldt State University's MATW program also has added to the understanding of the influence writing has on the attitudes of the writer. This research led to Gage and Freeman's article, "Writing and Ambiguity" in which they assert that writing itself is liberating to the mind and spirit.

It is from this background that this project came into being. Much more needs to be investigated and understood about the link between writing and attitude. It is this project's intention to increase this understanding.

CHAPTER TWO:

THE STUDY

THE PROJECT

Every teacher has watched students change their attitudes during the course of the year. Some students, for whatever reasons, change from being studious and concerned to being lackadaisical, while others change their attitudes and consequently work more productively. More often than not, the students don't seem to change greatly during the course of the year. The productive student seems to remain productive while the unconcerned student continues to exert just enough effort to get by.

Occasionally, however, a student becomes motivated and learns to play the trumpet or to play the offensive line, or he reads book after book, whereas, only weeks or months ago he showed no or little inclination to do any of the above. It has been my experience during the eight years that I have been assigning journals as a regular part of my language arts classes in junior high and high school, that there are always those who seem to be "turned on" by the writing they do. These people appear to take a deeper interest in writing and somehow seem to mature more quickly than their peers. For this reason, I find it fortunate that my project gives me the opportunity to accumulate empirical data on such students.

My project sought to determine the role writing plays in personality and attitude change. The study consisted of two components: the Omnibus Personality Inventory and teacher observation. The design, involving pre/post testing allowed a comparison of the group under study with the total population of students to determine if there was a correlation between students who became "hooked on writing" and gain score on any of the fourteen scales of the O.P.I. (see appendix A for description of scales)

The first component of the study is the Omnibus Personality Inventory, an established and extensively-used test developed by Paul Heist and George Younge at the Center for Research and Development in Higher Education at

U.C., Berkeley. The O.P.I., composed of four major "categories" and fourteen "scales", has been shown to be a useful measure of many developmental factors in a student's personality and has been used with success at both the high school and college levels. The O.P.I. was a major component in Trent and Medsker's study Beyond High School and was more recently used with success at the high school level by James Freeman in his work concerning personality orientation and writing ability at Hoopa High School in Hoopa, California. The test was given to approximately 250 sophomores, juniors, and seniors of all ability levels in both the fall and the spring of the 1981-1982 school year.

The second component of the study is teacher observation of students and their writing habits. I chose three other English teachers, in addition to myself, to select those students who, during the course of the year, had undergone a change and became "hooked on writing". Unlike Mina Shaughnessey, who focused on and sought to understand the mind behavior that lead to error, I focused on writing behaviors that indicated a change of personality and attitude. The students involved were those who were unenthusiastic or unwilling writers at the beginning of the year, but at the end of the year showed a marked change of attitude concerning the writing they did.

THE METHOD

The sort of writing engaged in by the students had its foundation in much of the current techniques used by writing teachers. All of the students kept a journal and were given time during the day to freewrite as suggested by Peter Elbow. The techniques and writing exercises developed by James Moffett were utilized extensively. The clustering techniques outlined by Gabriel Rico were part of the program and were used by all English teachers in the high school. Since three of the four teachers were either directly involved in the Redwood Writing Project, which is modeled after the Bay Area Writing Project, or were involved in Humboldt State University's MATW program, they were aware of the current data and teaching techniques related to the successful teaching of writing. The other teacher is the English Department Chair and encourages all teachers in the department to use these techniques in the classroom. In short, this group of teachers utilizes current methodology in teaching writing. These teachers, then, were asked to identify those students who had become hooked on writing and had had a change in their attitudes that set them apart from their peers, regardless of their final grades or relatively superior performance in writing. These students exhibited certain attitude changes that were manifested in at least some of the following ways:

--expressed an appreciation for journals as opposed to tolerating them earlier in the year.
--turned in more assignments while either turning in fewer or generally refusing to in the fall.
--wrote more.
--began to come in for advice in their writing.
--began to rewrite papers before handing in.
--came in early to write in journals.
--wrote more in journals than was required for evaluation.
--handed in unassigned writings such as poems or short stories.
--shifted in writing from material to personal/confessional.

--changed from minimal response to indepth response.
(one student wrote an 80-page novel)
--some behavorial and attendance problems were reduced.

So, based on these criteria, the teachers selected those who were hooked on writing.

For my purposes, Del Norte High School in Crescent City, California, was a logical choice for my work, in that I had been an instructor there for five years and knew the procedures necessary to carry on such a project. Before I presented my plans to the principal, Mr. Al Peyton, I approached two school board members and outlined my intentions to them. They were both receptive and encouraging. The English Department Chair, Doris Whalen, was also supportive and accompanied me when I presented the project to the principal.

The major concern was the length of time necessary for administering the O.P.I. With both fall and spring administrations, the test took slightly more than four class periods for the average student. Overall, the principal was positive in his reactions, and so all I had to do was find three teachers who were willing to take the time to help in the study. Fortunately, my colleagues were cooperative and the work could begin. None of the students were aware that the O.P.I. was connected in any way with their writing. The project was greeted with interest and goodwill in the English Department, and most of the students were enthusiastic about taking the test.

Del Norte High School itself is in a very rural district. It is the only high school in the county and Del Norte County itself has the dubious reputation of consistently sending a very small percentage of its graduating class to college, often being last in the state in this respect. Its economic base is natural resources, specifically lumber and fishing, both of which are severely depressed. During the course of the study, unemployment

hovered between twenty and twenty-five percent of the work force. So, Del Norte County is not in the mainstream of California socially, economically, or educationally. It seems a fitting locale for my project in that the student population abounds with those of great potential yet there is little at home or in the community that encourages the development of the potential for self-realization. In this environment, the school plays a special role. The teachers have a difficult job if they attempt to bring these students along to a level comparable to the rest of the state.

It was from this setting that I hoped to investigate the effectiveness of writing as a tool that could bring the students out of themselves, allowing them to become more aware of their own potential. Since the teachers involved were competent teachers of writing, their classrooms were fitting places to look for students of whatever aptitude or ability level, who, during the course of the year, had become hooked on writing.

The teachers involved administered the O.P.I. to their classes in the fall and spring. Since all students involved had to take the test twice, the number of matched tests dropped radically. Due to semester transfers and incoming and out-going students, the number of students who had taken both tests dropped from 250 to 142. I requested of the teachers involved that they give me a list of those who fit the criteria stated earlier. The original list had forty names, but ten of those had either refused to take the fall test (although nearly all were willing to take the spring test) or were absent during one of the testing periods and didn't have two tests on file. Consequently, the study group numbered thirty, and the control group 112.

All exams were coded control or study and fall or spring. The scores were run through a computer at Humboldt State's Computer Center for a t test and a CHI square test. The results were rewarding.

CHAPTER THREE:

RESULTS

"Writing maketh an exact man." Francis Bacon

RESULTS

It is my contention that writing is in itself a mind-liberating experience. When a person is writing, it is his own person that is being tapped. Often what we know about ourselves is what we have either thought over and decided upon, or we have read our own writings and realized the importance of what they were saying.

When the teachers involved were asked to pick their writers, they were told to use their own intuition to determine those who not only became "writers" but also had a change in attitude and consequently seemed more curious and in touch with themselves. So, with the teacher input, the O.P.I. scores became the factor that could substantiate what the teachers intuited about what took place in the minds of the students in the study group.

The O.P.I. itself breaks down into fourteen scales arranged into four subsections. The first subsection consists of four scales that measure intellectual disposition; the second consists of two scales that measure anti-authoritarianism; the third consists of four scales that measure how an individual adapts to his environment; the fourth is a miscellaneous grouping of four scales, two of which I hypothesized would have a bearing on personality change as related to writing. From having read the results of Freeman's (1980) and Gage's (1974) work along these lines, I originally conjectured that a person with a liberated mind would show statistically significant improvement in the TI, TO, and CO scales in the intellectual disposition subsection; improvement in the AU scale in the authoritarian subsection; improvement in the IE, PI, and AL scales of the social orientation subsection; and improvement in the AM scale of the miscellaneous category. What I did find was that I was largely correct.

The first scale on the O.P.I. is the Thinking Introversion (TI) scale. High scorers are characterized by a liking of reflection and academics. They

express a broad range of interests and ideas, and are drawn towards literature, art, and philosophy. As expected, the high school students scored far below the college norm but the study group had a significantly higher score when compared fall to spring. The study group had a fall mean score of 16.03 and a spring mean score of 17.57, a .098 significance. The control group started with a 17.35 and ended with a 17.33 for virtually no change. It seems the judgement of the teachers was borne out in that the writers in the study group showed more interest in a broad range of thought than they did in the fall. Even though they started much lower in the fall, the writers ended the year with a score that surpassed the control group who apparently had little or no change in their intellectual interests as measured by the TI scale.

The second of the four scales of the intellectual disposition category of the O.P.I. is the theoretical orientation (TO) scale. High scorers in this scale exhibit an interest in science and scientific activities, and are generally logical, analytical, and critical in their approach to problems and situations. Though Del Norte students fell well below the college norm and, though the fall/spring results for the study group showed no significance, the trend for raw score was in the predicted direction. The control group scored 15.81 in the fall and 15.59 in the spring, a drop of .22 points. The study group, however, improved from a 14.90 to a quite high 15.67 and actually surpassed the spring score of the control group. Again, the writers seem to be improving while the control group stagnates, further verification of the teacher's intuition.

The third scale is the Estheticism (ES) scale. Students scoring high in this scale not only have an appreciation of artistic matters such as painting and music, but also have interest in literature and dramatics. Again Del Norte students score well below the college norm. This scale showed a decline of .17 points, from 8.17 to 8.00 from fall to spring for the study group.

This scale seems not to be relevant to writing for students at this age, a finding that adds to Freeman (1980) and Gage (1974). The control group, however, did show a gain of .52 points. They went from 9.30 to 9.82. At this point, the only conclusion that can be drawn is that ES does not relate to writing.

The fourth scale of the intellectual disposition category is Complexity (CO). It measures an experimental orientation rather than a fixed way of seeing the world. High scorers tolerate ambiguity and uncertainty, and enjoy new situations and ideas. Most high scorers prefer diversity and complexity as opposed to simplicity and structure. It was in this scale that the most dramatic change was seen. Although, both groups improved their scores, the study group's change was exceptional. Their overall scores improved from a mean of 13.03 to a mean of 15.40, a rise of 2.37 points at a level of significance of .001. The study group of those "hooked on writing" then showed a marked change in their appreciation of novel situations and ambiguity. The control group also improved from means of raw score from 14.60 to 15.02, but their change was not significant. Again, the study group started with lower scores than the control group, but due to the mind-liberating potential of writing, they not only surpassed the control group in the spring, but changed their attitudes dramatically in an area pivitol to the overall goals of education, and this change did not go unnoticed by the teachers.

The two scales of the O.P.I. that measure reaction to authority are Autonomy (AU) and Religious Orientation (RO). High scorers on the AU scale show a need for independence from authority, are tolerant of viewpoints other than their own, are intellectually and politically liberal, and are much less judgemental than low scorers. The study group started out nearly two points lower than the control group and clearly were far less liberal in their thinking

in the fall. By spring, they had raised their mean raw score from 18.27 to 19.37, a rise that is not significant, although, it establishes a trend for the 30 students being studied. The control group of 112 students, however, raised their scores from 20.23 to 21.83, for a .008 significance. Both groups have become more autonomous individuals, but the ones in the study group chosen by the teachers are slightly more apt to respond to authority than their peers, and the gains they scored in autonomy are insignificant when compared to the control group. The very fact that the study group was chosen as those who responded to what was happening in the class could explain why their growth is smaller when compared to the more independent, uninvolved people of the control group. To be kind, the study group had the farther to go in becoming more independent in their thoughts and are making a respectable but slow start. (see appendix B for contrast)

This slow start is also reflected in the Religious Orientation (RO) scores. The RO scale measures one's level of tolerance for religious beliefs other than his own. A low scorer tends to have very fundamentalist or orthodox beliefs and rejects other viewpoints. The study group started out with a low 9.90 and raised their scores by 1.70 points to an 11.60, for a .009 significance. The control group started with an 11.74 and rose to an 11.95 which is not a significant change. Again, the study group had the farther to go when comparing fall scores and their attitude change was significant, ultimately approaching the generally liberal religious views espoused by the control group.

The four scales of the O.P.I. that measure social/emotional development also told something of importance about the writers. The first scale, Social Extroversion (SE), is a measure that reflects a preferred style of relating to people in a social context. High scorers seek out social activities and enjoy being with people, while low scorers or social introverts tend to withdraw from social contacts and responsibilities. The study group

of thirty showed a drop from 20.93 to 20.53, an insignificant change. This trend toward being more introverted is not incompatible with their significant rise in the Thinking Introversion scale noted earlier, however. The control group stayed virtually the same with a slight drop in raw score from 21.36 to 21.34. Neither group tends to want to attend parties or join committees more than before, which leads one to believe nothing apparent can be deduced from these scores.

Impulse Expression (IE) assesses a general readiness to express impulses and to seek gratification in either conscious thought or in overt action. High scorers have an active imagination. Expressing the exuberance of youth, Del Norte students scored well above the college norm. The study group made outstanding gains in this scale rising from a 29.93 to a 32.30 for a statistical significance of .016. This result adds credence to the contention that writing and being "hooked on writing" is a mind liberating experience. The writers clearly have more active imaginations than they did in the fall. The control group also showed a rise from 31.60 to 32.30, which is not significant. Like in earlier scales, the study group has, through writing, risen to the level of the control norm. The third scale on the social/emotional section is Personal Integration (PI). This scale measures attitudes and behaviors that characterize anxious, disturbed or socially alienated persons. Low scorers tend to avoid others and are often hostile and aggressive. Low scores also indicate feelings of loneliness, rejection, and isolation. Del Norte students scored only slightly below the norm except for the spring study group. The thirty students in the study group scored initially at 28.17 and ended with a rise of 2.50 points to a 30.67, for a significance of .041. The writers felt better about themselves than they did in the fall. This score adds credence to the notion that writing builds self-esteem. The control group of 112 also had a rise in score from a

25.83 to a 26.70 which is fortunate for them but not statistically significant.

The last scale in the social/emotional section is Anxiety Level (AL). High scorers deny that they have feelings or symptoms of anxiety, and do not admit to being nervous or worried. Low scorers have difficulty adjusting to their social environments and tend to have a poor opinion of themselves. In this scale, both control and study groups raised their scores. The study group of 30 students started with an 11.63 and ended with a 12.20, which is significant only at the .306 level. The control group of 112 students also raised their scores from an 11.20 to an 11.72 at a .087 level of significance. Even though the study group's score rose slightly more, it is not statistically significant. The trend is still for the study group to improve in the way they feel about themselves.

In the last four scales under the miscellaneous category, there were no really startling results. In the first scale, Altruism (AM) which measures the degree of concern the test taker has for the welfare of others, both the control and study groups raised their scores but not at a significant level. Apparently altruism is not a trait that can be enhanced by having teenagers write.

The second scale, Practical Outlook (PO), measures a person's interest in practical, applied activities and accomplishments. The study group scored above the college norm at 16.93 and dropped to a 16.90, an unsignificant change. The control group started out at 17.05 and ended at 16.43 for a minus correlation of .096. Being hooked on writing does not make a person more practical in his outlook. In fact, both groups of high school students tended to drop closer to the college norm of 15.00.

The third scale, Masculinity and Femininity (MF) is based on questions that were composed in the 1950's and reveal stereotypes that have clearly changed. This scale has no relevance to writing and the scores were insignificant.

The last scale of the O.P.I. is Response Bias (RB). The RB is the fail-safe index for this inventory. Mean high scores indicate the test taker was trying to make a good impression and mean low scores reveal that the test taker was trying to make a bad impression. The scores, pre and post, study and control, all indicate that the students were not manipulating the test to make an impression on the test administrator.

CHAPTER FOUR:

IMPLICATIONS

IMPLICATIONS FOR EDUCATIONAL POLICY

Writing teachers teach a skill that is not only essential in the education process, but is also of great personal benefit to the students involved. This project has shown much about how attitude is affected by having students write. The personality orientations influenced by writing benefit the student in various ways. The writers are better thinkers and accept ambiguity and complexity more readily. The writers also feel better about themselves as writing has given them a tool to examine their own lives and build their self-esteem. In short, writing has helped these students acquire attitudes that will increase the likelihood of their being successful academically and of their being successul in adapting to their social environments.

With the increased emphasis on high school graduation requirements and increased academic preparation for college admission, writing is a discipline whose time has come. It is the responsibility of our colleges and universities to train all teachers in writing if our schools are going to succeed in realizing these raised expectations. Leading the way will be English teachers prepared to teach writing as well as being prepared to teach literature. People such as Moffett and Elbow have awakened us to methodology that virtually guarantees that our students will write. If present and future teachers are versed in what we know succeeds, "writing across the curriculum" can become a reality and our students can only benefit.

IMPLICATIONS FOR FUTURE STUDY

The writers in this study showed a trend toward better adaptation to their social environments. Schools readily accept responsibility for the academic progress of their students, but what about their social progress? Is it the schools responsibility to identify and aid those who need to learn social adaptation? Suicide ranks only behind auto accidents as the cause of teenage deaths. In appendix C are O.P.I. scores of a recent suicide and that of his brother, used as a comparison. (The O.P.I. has long been used as an instrument to predict those people who are apt to be suicides.) This project has shown that writing itself influenced positively the scales in which this person scored below the norm. If "Diaries have kept people from committing suicide," as Anais Ninn has stated, is it the schools' responsibility to attempt to identify those who are in such a state of mind and attempt to alleviate the potential for suicide these people exhibit?

Since I have had four former students commit suicide, I long have wondered if something could have been done. What could the school, as an institution, have done to prevent these tragedies? Could certain sorts of focused writing exercises help raise a person's self-esteem, not only in extreme cases, but with the general population, many of whom may need to feel better about themselves?

The potential good writing itself offers the individual and ultimately civilization seems on the one hand apparent, yet research is called for if we are ever to confirm our feelings and, thereby, further education as a science that can meet the specific needs of the people we are presuming to help.

APPENDICES

APPENDIX A

Description of the O.P.I. Scales:

1. Thinking Introversion (TI) - 43 items: Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application, or to entirely reject or avoid dealing with ideas and abstractions.

2. Theoretical Orientation (TO) - 33 items: This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers indicate a preference for dealing with theoretical concerns and problems and for using the scientific method in thinking; many are also exhibiting an interest in science and in scientific activities. High scorers are generally logical, analytical, and critical in their approach to problems and situations.

3. Estheticism (ES) - 24 items: High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic stimulation. The content of the statements in this scale extends beyond painting, sculpture and music and includes interests in literature and dramatics.

4. Complexity (CO) - 32 items: This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and

APPENDIX A

very high scorers are disposed to seek out and to enjoy diversity and ambiguity.

5. Autonomy (AU) - 43 items: The characteristic measured by this scale is composed of liberal, non-authoritarian thinking and a need for independence. High scorers show a tendency to be independent of authority as traditionally imposed through social institutions. They oppose infringements on the rights of individuals and are tolerant of viewpoints other than their own; they tend to be realistic, intellectually and politically liberal, and much less judgemental than low scorers.

6. Religious Orientation (RO) - 26 items: High scorers are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature. Persons scoring around the mean are manifesting a moderate view of religious beliefs and practices; low scorers are manifesting a strong commitment to Judaic-Christian beliefs and tend to be conservative in general and frequently rejecting of other viewpoints. (The direction of scoring on this scale, with religious orientation indicated by low scores, was based chiefly on the correlation between these items and the first four scales, which measure a general intellectual disposition.)

7. Social Extroversion (SE) - 40 items: This measure reflects a preferred style of relating to people in a social context. High scorers display a strong interest in being with people, and they seek social activities and gain satisfaction from them. The social introvert (low scorer) tends to withdraw from social contacts and responsibilities.

8. Impulse Expression (IE) - 59 items: This scale assesses a general readiness to express impulses and to seek gratification either in conscious

APPENDIX A

thought or in overt action. High scorers have an active imagination, value sensual reactions and feeling; very high scorers have frequent feelings of rebellion and aggression.

9. Personal Integration (PI) - 55 items: The high scorer admits to few attitudes and behaviors that characterize socially alienated or emotionally disturbed persons. Low scorers often intentionally avoid others and experience feelings of hostility and aggression along with feelings of isolation, loneliness, and rejection.

10. Anxiety Level (AL) - 20 items: High scorers deny that they have feelings or symptons of anxiety, and do not admit to being nervous or worried. Low scorers describe themselves as tense and high-strung. They may experience some difficulty in adjusting to their social environment, and they tend to have a poor opinion of themselves. (Note the direction of scoring on this scale; a high score indicates a low anxiety level, and vice versa.)

11. Altruism (AM) - 36 items: The high scorer is an affiliative person and trusting and ethical in his relations with others. He has a strong concern for the feelings and welfare of people he meets. Low scorers tend not to consider the feelings and welfare of others and often view people from an impersonal, distant perspective.

12. Practical Outlook (PO) - 30 items: The high scorer on this measure is interested in practical, applied activities and tends to value material possessions and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility. Authoritarianism, conservatism, and non-itellectual interests are very frequently personality components of persons scoring above the average.

APPENDIX A

13. Masculinity-Femininity (MF) - 56 items: This scale assesses some of the differences in attitudes and interests between college men and women. High scorers (masculine) deny interests in esthetic matters, and they admit to few adjustment problems, feelings of anxiety, or personal inadequacies. They also tend to be somewhat less socially inclined than low scorers and more interested in scientific matters. Low scorers (feminine), besides having stronger esthetic and social inclinations, also admit to greater sensitivity and emotionality.

14. Response Bias (RB) - 28 items: This measure, composed chiefly of items seemingly unrelated to the concept, represents an approach to assessing the student's test-taking attitude. High scorers are responding in a manner similar to a group of students who were explicitly asked to make a good impression by their responses to these items. Low scorers, on the contrary, may be trying to make a bad impression or are indicating a low state of well-being or feelings of depression.

APPENDIX A

Description Based on Most Frequent Responses:

1. TI - High scorers: Enjoy thought-provoking lectures, mull over ideas presented in class, examine and analyze their own motives and reactions, question teacher's statements and ideas, are interested in learning about history of human thought, and enjoy test questions in which information is in a different form than originally learned.

Low scorers: Dislike reading serious or philosophical works, reading serious poetry, writing reactions to a philosophical point of view, or spending leisure time writing essays; like short, factual questions in an examination better than those that require organization and interpretation.

2. TO - High scorers: Endorse items reflecting an interest in reading about science, like speculating about problems which have challenged experts, enjoy conducting research and doing assignments requiring original research work, like looking for faulty reasoning in an argument, and prefer the man of ideas to the practical man.

Low scorers: Do not like to read scientific or mathematical articles, or to write about the possible outcomes of a significant research discovery; prefer having a theory explained to them rather than attempting to understand it on their own; prefer several shorter problems to a long, rather involved one; and do not expect that mathematics will ultimately prove more important than theology.

3. ES - High scorers: Enjoy listening to poetry, looking at paintings, sculpture, and architecture, collecting prints of paintings and reading about artistic and literary achievements; have tried writing poetry and are fascinated by the effect of sunlight on objects and scenes.

Low scorers: Have not dreamed about having time to paint or sculpture

APPENDIX A

do not like to read about artistic and literary achievements, or to make friends with sensitive and artistic men, would not like to be actors and are not interested in the historical changes and developments of American jazz.

4. CO - High scorers: Like to take a chance on something without knowing whether it will actually work, to play with new ideas if they should turn out to be a waste of time, and to undertake projects about whose outcome they have no idea; the unfinished and imperfect holds greater appeal for them than the completed and polished, and they believe that for most questions there is more than one right answer.

Low scorers: Do not like things to be certain and unpredictable, do not have regulations, are not politically radical, and have not had peculiar or strange experiences; they prefer pleasant friends to those always involved in some difficult problem, and find straight-forward reasoning more appealing than the search for analogies and metaphors.

5. AU - High scorers: Feel that disobedience to government is sometimes justified, and do not favor strict enforcement of all laws no matter what the consequences; deny that only a fool would change the American way of life, that communism is the most hateful thing in the world today, that the most important qualities of a husband are determination and ambition, and that there must be something wrong with a person who lacks religious feeling.

Low scorers: Feel that parents generally prove to know best, that young people get rebellious ideas but ought to outgrow them and settle down as they mature, that it is the responsibility of intelligent leaders to maintain the established order of things, and that only a callous person does not feel love and gratitude toward his parents.

APPENDIX A

6. RO - High scorers: Deny that one must be wary of those who claim not to believe in God, that there is something wrong with a person who lacks religious feeling, that everyone should have complete faith in a supernatural power whose decisions he obeys without question, or that their church or denomination has the only true approach to God.

Low scorers: Believe God exists, that He hears prayers, and that what one believes does matter; they prefer being with people who are religious, and in religious matters they never want to be called skeptics or agnostics.

7. SE - High scorers: Usually enjoy parties, do not avoid large gatherings, do not prefer to stay at home rather than attend social functions, do not mind appearing on programs or giving oral reports, are cordial to strangers and talk with them when they travel.

Low scorers: Do not enjoy teas and receptions, and their free time is not usually filled by social demands; do not enjoy being in a crowd just to be with people, do not like to take the lead at social gatherings, work better when alone, and prefer to work alone.

8. IE - High scorers: Indicate that at times they feel like swearing and at times like to smash things, that they often act on the spur of the moment without stopping to think, and that some of their friends think their ideas are impractical if not a bit wild; do not prefer people who are never profane, and do not subscribe to the statement that they have never done anything dangerous for the thrill of it.

Low scorers: Did not give teachers much trouble in school, were not sent to the principal for misbehaving, do not hate regulations, have never done any heavy drinking, and would be uncomfortable in anything other than fairly conventional dress.

APPENDIX A

9. PI - High scorers: Do not often feel as though they had done something wrong or wicked, that no one seems to understand them, that there is a barrier between them and others, or that they are not as happy as others seem to be.

Low scorers: At times feel completely inadequate, have strange and peculiar thoughts, wonder who they really are and what they should really be like, and sometimes have impulses accompanied by such a strong feeling of urgency that they can think of little else.

10. AL - High scorers: Deny that they feel they are about to go to pieces, that they are anxious or high-strung almost all the time, or that they find it hard to concentrate; claim they are happy most of the time.

Low scorers: Frequently find themselves worrying, have periods of great restlessness, feel difficulties are piling up, are inclined to take things hard, and are more sensitive than most people.

11. AM - High scorers: Are aroused by a speaker's description of unfortunate conditions in a locality or country, enjoy chatting and playing with children, enjoy showing foreigners around, and like to serve as members of a committee in carrying out some activity or project; take people seriously, believe a strong person can show emotions and feelings, and believe it is wrong to try to circumvent the law.

Low scorers: Would prefer to use leisure time to develop a favorite skill rather than do volunteer social or public service work; would rather not have responsibility for other people, tend to be somewhat spiteful, and feel that people pretend to care more about one another than they really do.

12. PO - High scorers: Believe the best theory is the one that has the best practical applications; on tests, prefer short factual questions to

APPENDIX A

those requiring the organization and interpretation of a large body of material; don't like uncertainty and unpredictability, find it annoying to listen to a lecturer who seems unable to take a firm stand, and believe it is the responsibility of intelligent leadership to maintain the established order.

Low scorers: Find a greater appeal in ideas than in facts, prefer the man of ideas to the practical man, and like to discuss philosophical problems; do not feel that every person ought to be a booster for his own home town, or that there is only one right answer to most questions.

13. MF - High scorers (masculine): Would rather teach chemistry and physics than poetry, like mathematics, do not get excited easily, are usually calm, and do not enjoy teas and receptions.

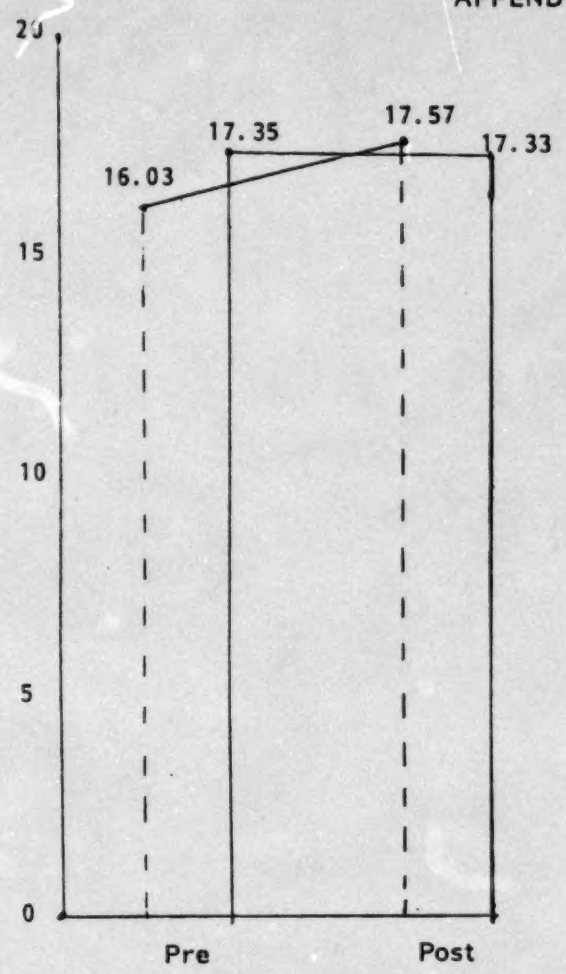
Low scorers (feminine): Like dramatics, enjoy looking at paintings, sculpture, and architecture, and have found courses in literature and poetry as satisfying as most other subjects.

14. RB - High scorers: Enjoy thinking about problems which challenge experts, find the idea of doing research appealing, and enjoy solving problems of the type found in geometry, philosophy, or logic; they feel close to people, and do not forget immediately what people say to them.

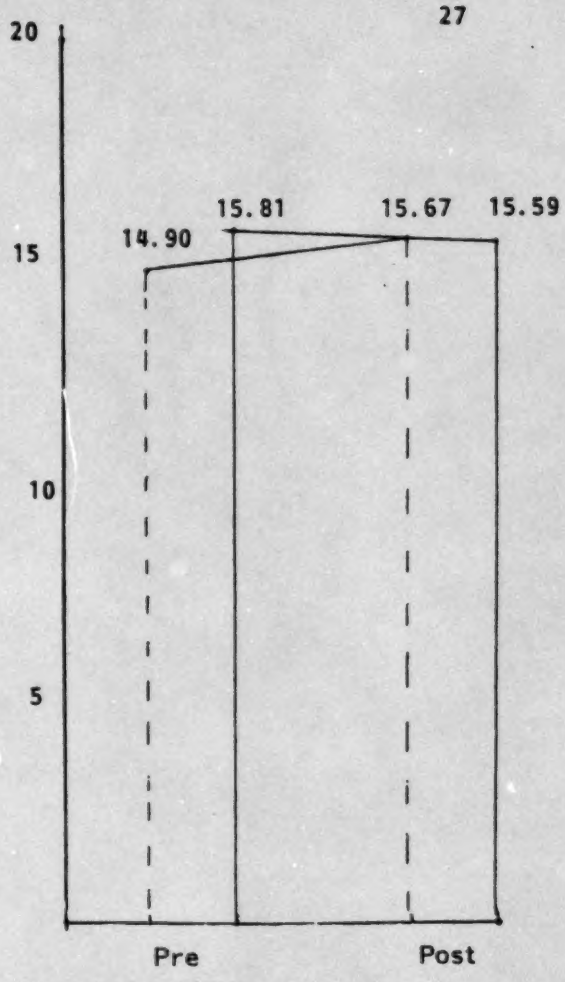
Low scorers: Have sometimes felt difficulties mounting so high they could not overcome them, have had periods of great restlessness, often find themselves listening without hearing, and find it hard to concentrate on a problem for more than an hour or two at a time; they also feel that civil disobedience is sometimes justified.

APPENDIX B

	STUDY GROUP		CONTROL GROUP	
	Mean Raw Score Pre and Post	Significance	Mean Raw Score Pre and Post	Significance
		INTELLECTUAL DISPOSITION		
TI	16.03		17.35	
	17.57	.098	17.33	.970
TO	14.90		15.81	
	15.67	.281	15.59	.545
ES	8.17		9.30	
	8.00	.701	9.82	.063
CO	13.03		14.60	
	15.40	.001	15.02	.244
		AUTHORITY SCALES		
AU	18.27		20.23	
	19.37	.317	21.83	.008
RO	9.90		11.74	
	11.60	.009	11.95	.429
		SOCIAL MATURITY		
SE	20.93		21.36	
	20.53	.585	21.34	.965
IE	29.93		31.60	
	32.30	.016	32.30	.231
PI	28.17		25.83	
	30.67	.041	26.70	.303
AL	11.63		11.20	
	12.20	.306	11.72	.087
		MISCELLANEOUS SCALES		
AM	17.16		17.60	
	17.27	.907	17.88	.475
PO	16.93		17.05	
	16.90	.967	16.42	.096
RB	11.10		10.33	
	10.87	.743	10.34	.977



THINKING INTROVERSION



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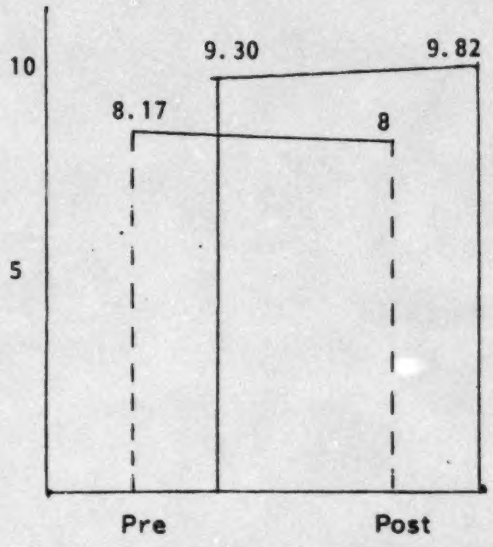

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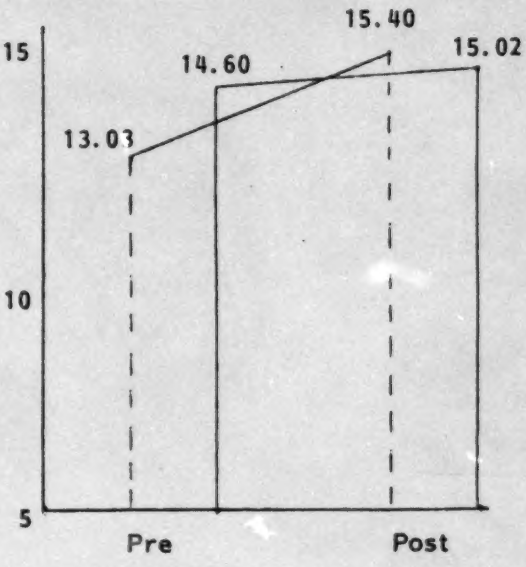


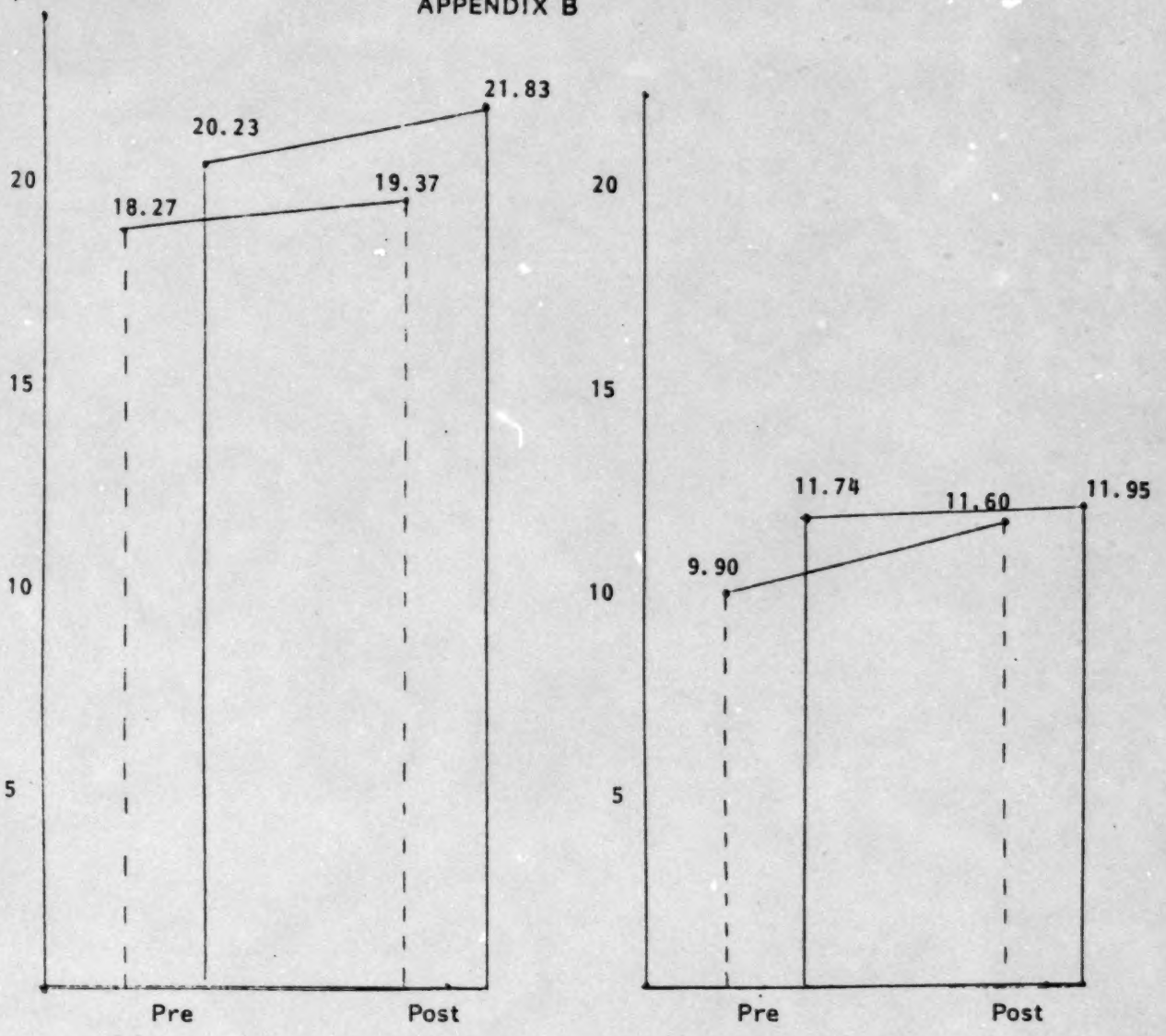
COMPLEXITY

INTELLECTUAL DISPOSITION

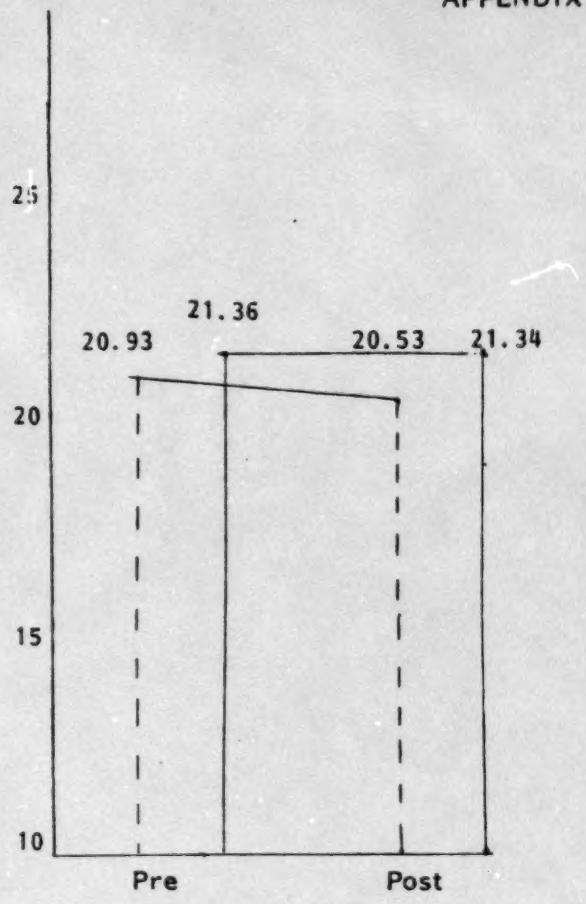
----------Study

_____Control

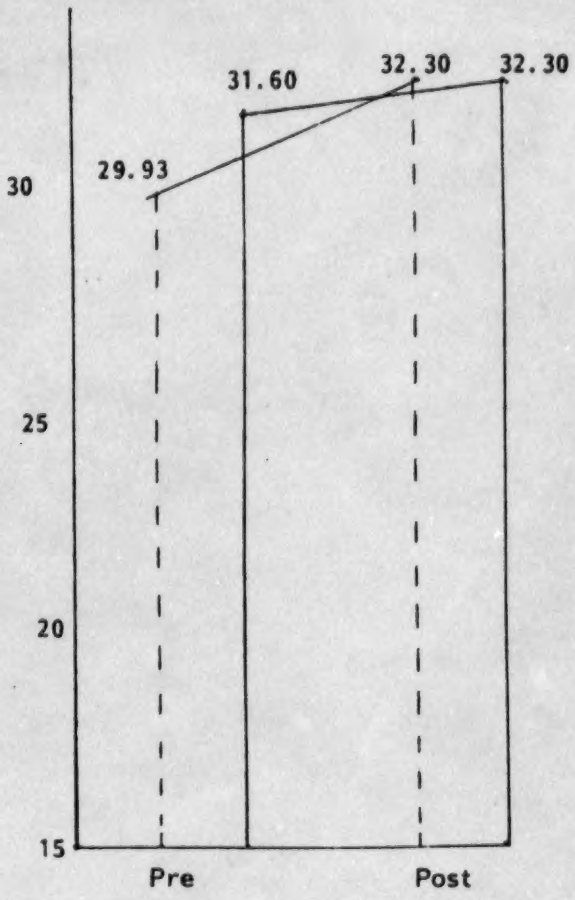
APPENDIX B


21.83
20.23
20
19.37
18.27
15
10
5
Pre
Post
AUTONOMY
11.74
11.60
11.95
9.90
20
15
10
5
Pre
Post
RELIGIOUS ORIENTATION
AUTHORITY SCALES
----------Study
_____Control

APPENDIX B



SOCIAL EXTROVERSION



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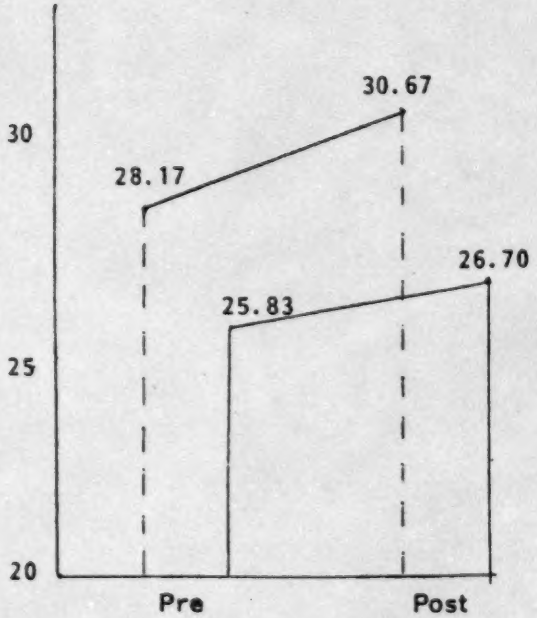

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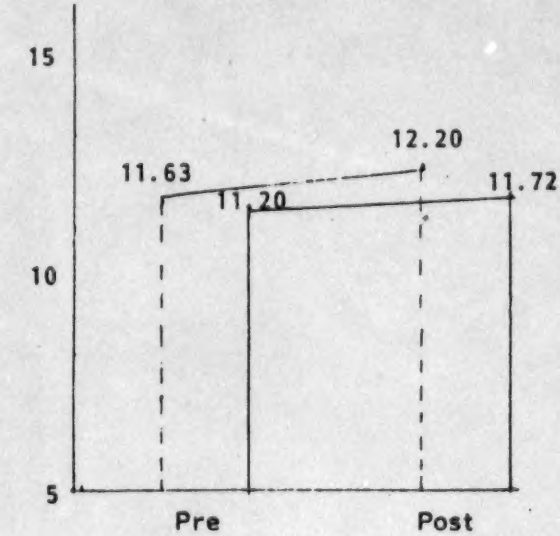
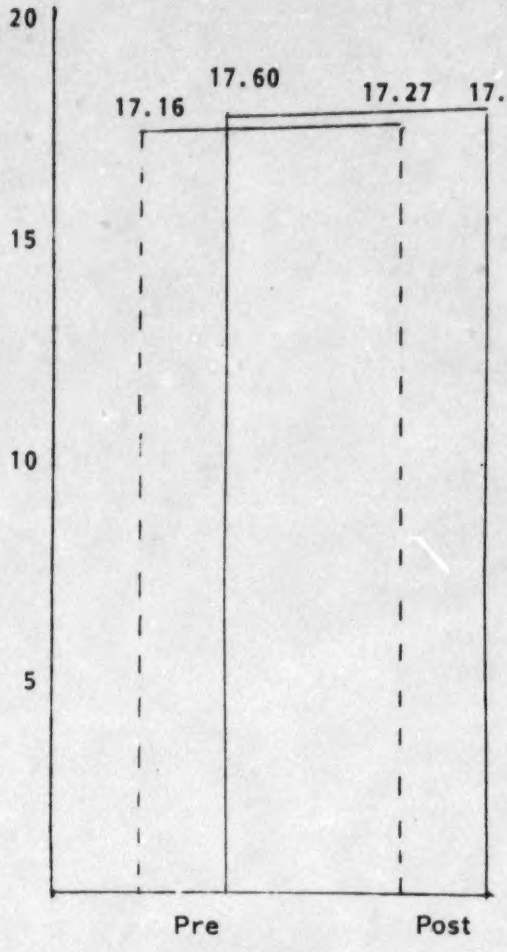


ANXIETY LEVEL

SOCIAL MATURITY

----------Study
_____Control



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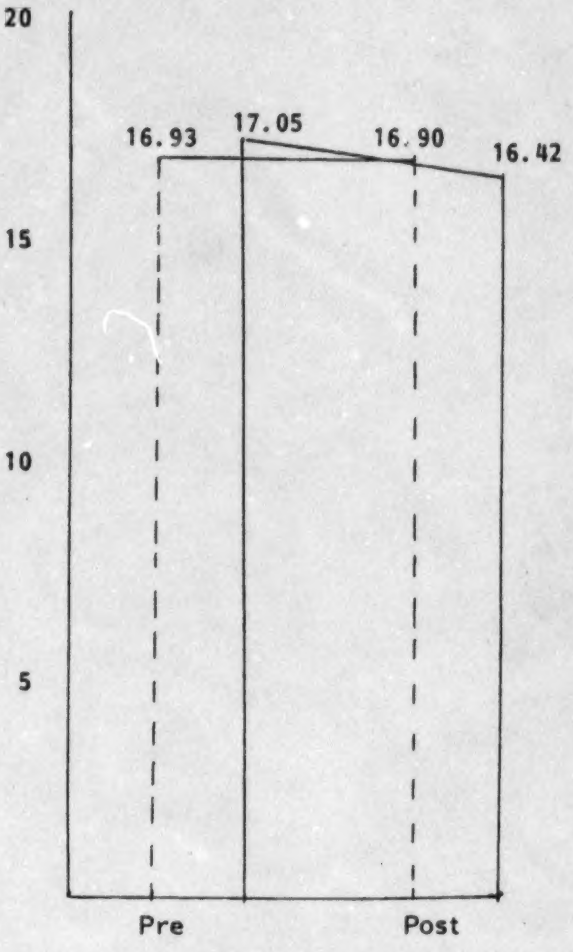

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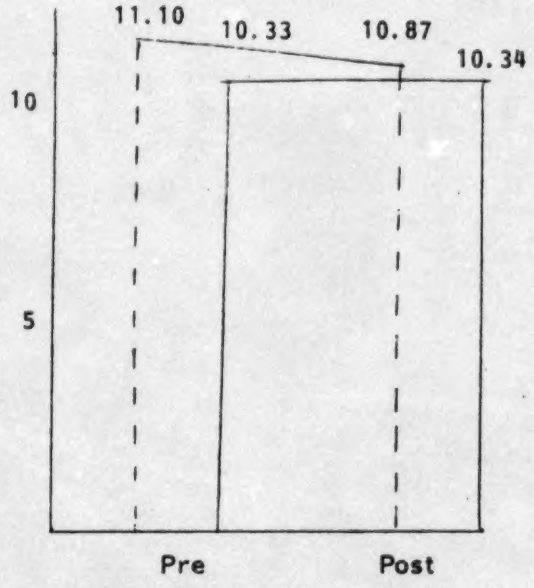


RESPONSE BIAS

MISCELLANEOUS SCALES

----------Study

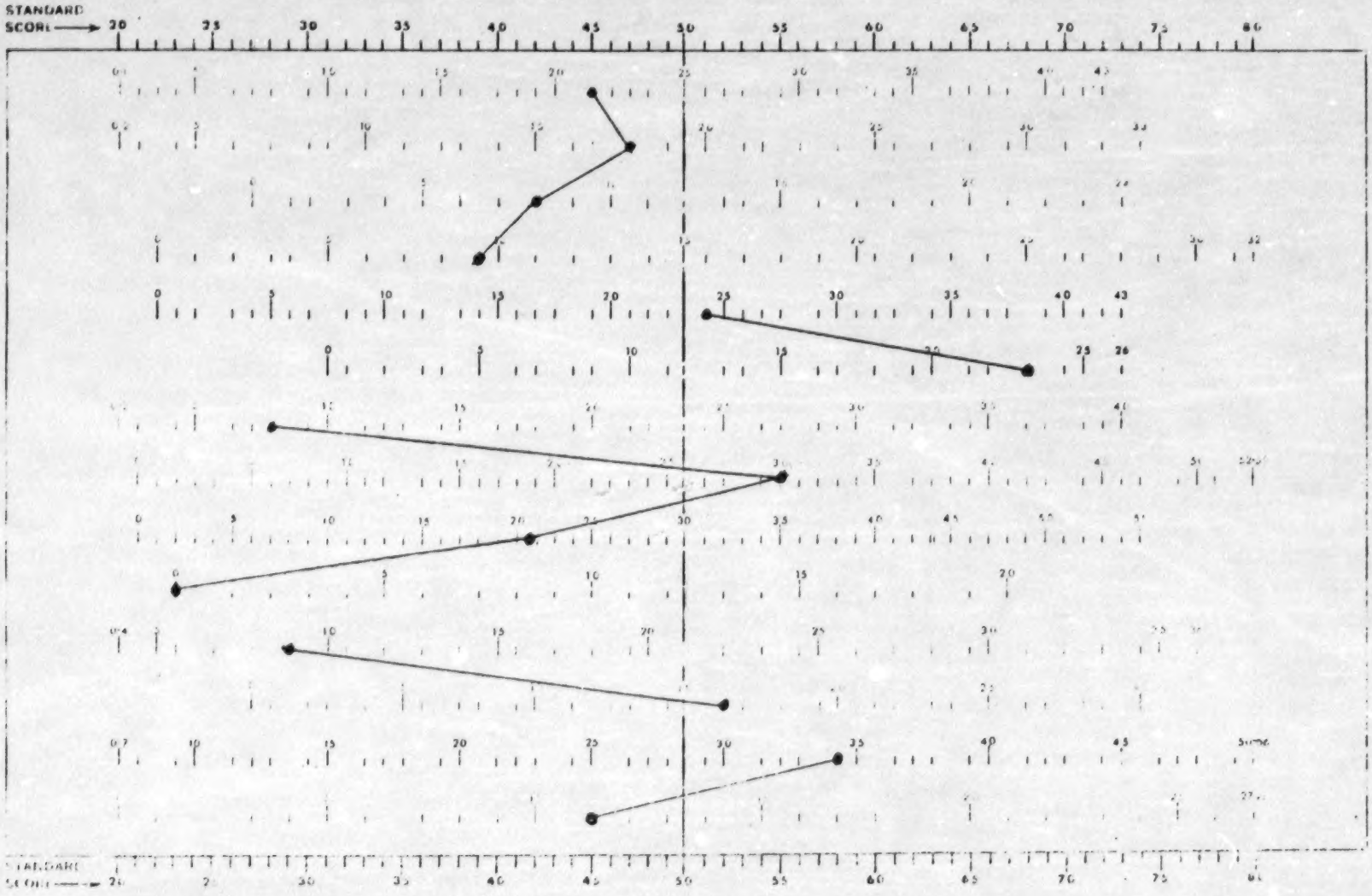
_____Control

APPENDIX C

1. O.P.I. scores of a suicide and his brother.
2. The O.P.I.

NAME Suicide (LAST FIRST) SEX SCHOOL GRADE OR CLASS DATE

DIRECTIONS: The raw score for each scale should be entered in the Raw Score column at the right. Then, in each row of the profile chart, circle the mark representing the raw score obtained on that scale. The standard score can then be read at the top or bottom of the chart. A line may be drawn connecting the circled marks. See the Manual for interpretation.



RAW SCORE

21	TI
18	TO
8	ES
9	CO
24	AU
23	RO
8	SE
30	
21	
0	
9	
16	
34	
11	RE

32

Note: — scores below 20 are plotted at 20; scores above 80 are plotted as 80

— see Manual for procedure.

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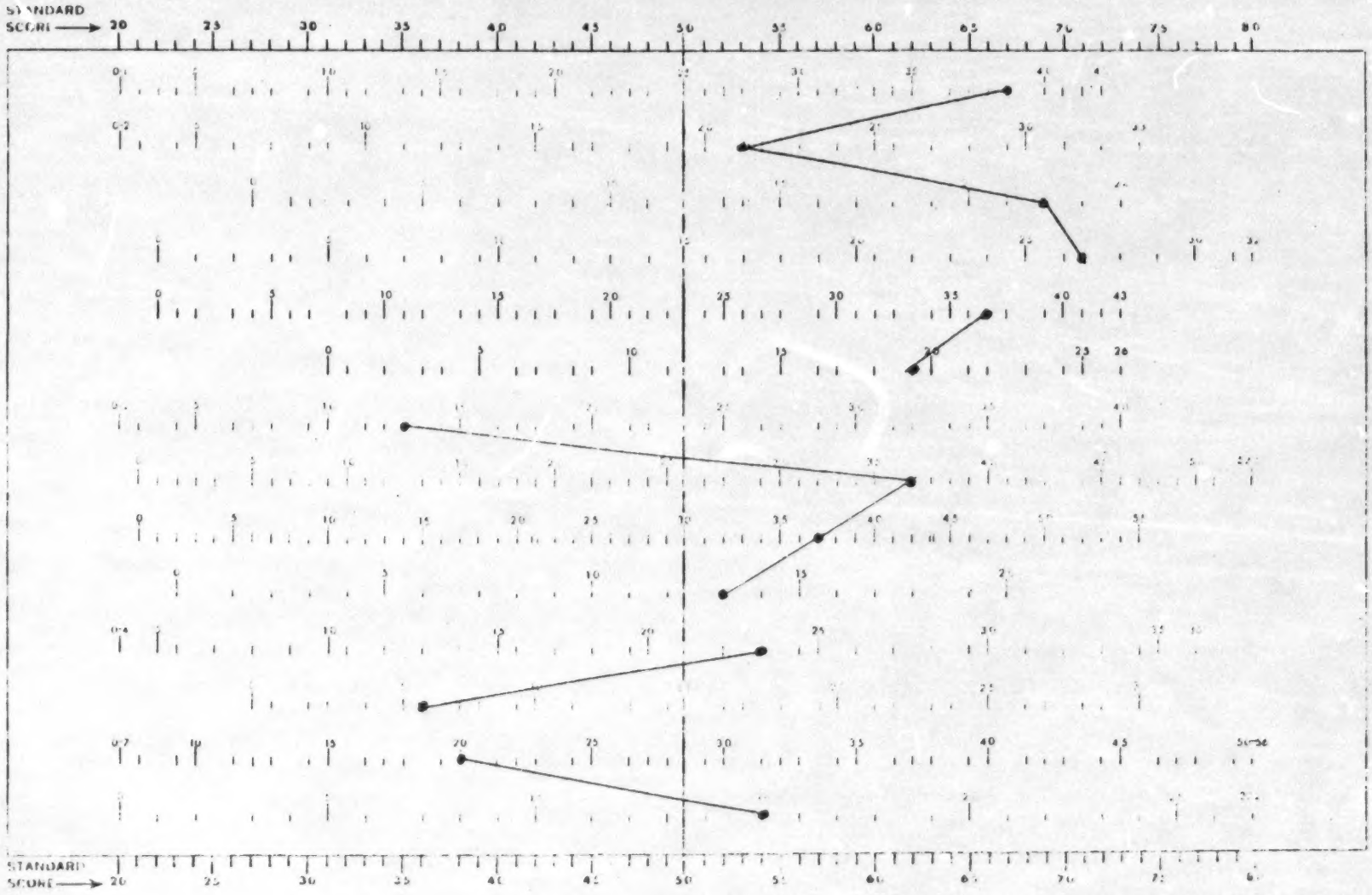
NAME Brodsky
LAST FIRST

SEX SCHOOL GRADE OR CLASS DATE

DIRECTIONS: The raw score for each scale should be entered in the raw score column at the right. Then, in each row of the profile chart, circle the mark representing the raw score obtained on that scale. The standard score can then be read at the top or bottom of the chart. A line may be drawn connecting the circled marks. See the Manual for interpretation.



RAW SCORE

39 TI
21 TO
22 Es
27 Co
37 Au
19 RO
13 SE
36
37
13
23
6 PO
20 MI
15 RE

SCORED BY MACHINE

FOR RECORD SCORES

Note — Scores below 20 are plotted as 20; scores above 80 are plotted as 80.
(See manual for procedure.)

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APPENDIX D
EXPERIMENTAL DESIGN

	Spring	Treatment	Fall
Study (n=30)	X_1	0	X_2
Control (n=112)	X_1		X_2

"0" in this study is teacher identification of behaviors indicating that students are hooked on writing.

Further research is continuing to identify writing as the independent variable that caused the attitude change exhibited by the study group.

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